

YORK 3 SCHOOL DISTRICT

660 North Anderson Road
Rock Hill, South Carolina 29730

GRADES PK-12

ENROLLMENT 15,606 Students

SUPERINTENDENT Dr. Randy Bridges 803-981-1000

BOARD CHAIR Mr. Bob Norwood 803-981-1000

FISCAL AUTHORITY District Board/Legislative Delegation

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING: **GOOD**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	7	0	0	0

IMPROVEMENT RATING: **GOOD**

ADEQUATE YEARLY PROGRESS: **NO**

This district met 35 out of 37 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Below Average	N/A
2003	Good	Below Average	No
2004	Good	Good	No

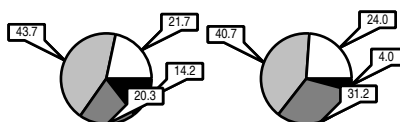
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

78.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our District****Districts with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	80.6	N/A	N/A	81.1	N/A	N/A
Passed 1 subtest	9.8	N/A	N/A	9.9	N/A	N/A
Passed no subtests	9.6	N/A	N/A	9.0	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	18.8	19.5
Seniors who met the SAT/ACT requirement	19.0	20.1
Seniors who met the grade point average	57.6	58.2

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	7,335	99.1	24.0	40.8	31.2	4.0	35.2
Gender							
Male	3,687	98.9	29.3	40.9	27.1	2.7	29.8
Female	3,648	99.3	18.6	40.8	35.4	5.3	40.7
Racial/Ethnic Group							
White	4,093	99.5	14.2	39.4	40.6	5.7	46.3
African-American	2,729	99.0	37.8	43.4	17.5	1.2	18.8
Asian/Pacific Islander	127	98.4	19.8	33.6	37.1	9.5	46.6
Hispanic	255	95.3	40.2	38.8	19.6	1.4	21.0
American Indian/Alaskan	128	98.4	30.8	41.7	25.0	2.5	27.5
Disability Status							
Not Disabled	6,325	99.3	19.2	42.1	34.3	4.4	38.7
Disabled	1,010	97.7	54.7	32.7	11.2	1.3	12.6
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	7,334	99.1	24.0	40.8	31.2	4.0	35.2
English Proficiency							
Limited English Proficient	149	90.6	57.1	31.1	11.8	0.0	11.8
Non-Limited English Proficient	7,186	99.3	23.4	41.0	31.6	4.0	35.6
Socio-Economic Status							
Subsidized meals	3,216	98.6	39.4	41.6	18.0	1.1	19.1
Full-pay meals	4,118	99.5	13.1	40.3	40.6	6.0	46.7
Mathematics							
All Students	7,335	99.4	21.7	43.7	20.3	14.2	34.6
Gender							
Male	3,687	99.3	23.2	42.4	19.7	14.6	34.4
Female	3,648	99.5	20.2	45.1	20.9	13.8	34.8
Racial/Ethnic Group							
White	4,092	99.6	12.9	40.3	26.3	20.5	46.9
African-American	2,730	99.2	35.3	49.2	11.2	4.4	15.6
Asian/Pacific Islander	127	100.0	7.6	31.4	28.0	33.1	61.0
Hispanic	255	100.0	30.8	45.7	17.6	5.9	23.5
American Indian/Alaskan	128	98.4	25.0	53.3	11.7	10.0	21.7
Disability Status							
Not Disabled	6,325	99.6	16.6	44.9	22.4	16.1	38.5
Disabled	1,010	98.4	54.5	36.2	6.9	2.4	9.3
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	7,334	99.4	21.7	43.7	20.3	14.2	34.6
English Proficiency							
Limited English Proficient	149	100.0	37.4	43.1	16.3	3.3	19.5
Non-Limited English Proficient	7,186	99.4	21.4	43.7	20.4	14.4	34.8
Socio-Economic Status							
Subsidized meals	3,216	99.2	34.6	48.5	12.6	4.3	16.9
Full-pay meals	4,118	99.6	12.5	40.3	25.8	21.3	47.1

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	1,083	99.5	15.4	30.6	45.4	8.6	54.0
	Grade 4	1,200	99.5	21.4	42.8	33.7	2.1	35.8
	Grade 5	1,218	99.5	28.4	49.8	20.8	1.0	21.8
	Grade 6	1,287	99.4	30.7	37.5	26.7	5.1	31.8
	Grade 7	1,215	99.2	27.1	45.9	24.2	2.7	26.9
	Grade 8	1,247	99.0	30.0	48.7	18.6	2.7	21.3
2004	Grade 3	1,151	99.3	15.1	29.1	46.0	9.8	55.8
	Grade 4	1,117	99.7	17.9	42.4	37.2	2.4	39.6
	Grade 5	1,241	99.3	23.2	51.1	24.6	1.0	25.6
	Grade 6	1,310	99.2	35.1	34.1	27.3	3.5	30.8
	Grade 7	1,321	99.0	28.3	45.4	23.4	2.9	26.3
	Grade 8	1,208	98.3	24.7	48.5	23.5	3.3	26.8

Mathematics								
2003	Grade 3	1,083	100.0	13.0	47.5	23.3	16.1	39.5
	Grade 4	1,200	99.8	14.0	45.2	23.7	17.1	40.8
	Grade 5	1,218	100.0	21.0	45.2	22.6	11.2	33.8
	Grade 6	1,287	99.3	22.6	32.7	25.1	19.5	44.6
	Grade 7	1,215	99.6	26.3	38.5	19.1	16.0	35.2
	Grade 8	1,247	99.4	28.1	49.4	16.1	6.3	22.5
2004	Grade 3	1,151	99.5	18.7	53.3	21.2	6.8	28.0
	Grade 4	1,117	99.9	16.9	42.1	25.2	15.7	41.0
	Grade 5	1,241	99.6	20.8	45.9	19.0	14.3	33.3
	Grade 6	1,310	99.4	19.0	39.0	21.7	20.4	42.1
	Grade 7	1,321	99.5	26.5	40.3	17.3	15.8	33.1
	Grade 8	1,208	98.8	32.4	44.1	15.0	8.6	23.5

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	1,191	97.6	12.6	27.1	33.7	26.7	60.4
Gender							
Male	584	96.7	16.1	28.5	31.8	23.7	55.5
Female	607	98.5	9.3	25.7	35.5	29.5	65.0
Racial/Ethnic Group							
White	693	98.4	6.8	19.8	35.1	38.3	73.4
African-American	427	96.7	20.6	38.6	32.1	8.8	40.9
Asian/Pacific Islander	17	100.0	11.8	35.3	17.6	35.3	52.9
Hispanic	38	92.1	32.4	32.4	23.5	11.8	35.3
American Indian/Alaskan	15	100.0	13.3	20.0	53.3	13.3	66.7
Disability Status							
Not Disabled	1,056	98.3	7.7	26.6	36.5	29.2	65.7
Disabled	135	92.6	52.5	31.1	10.7	5.7	16.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,191	97.6	12.6	27.1	31.6	26.7	60.4
English Proficiency							
Limited English Proficient	20	85.0	52.9	35.3	11.8	N/A	11.8
Non-Limited English Proficient	1,171	97.9	11.9	26.9	34.0	27.1	61.1
Socio-Economic Status							
Subsidized meals	357	95.2	23.0	41.1	26.4	9.5	35.9
Full-pay meals	834	98.7	8.3	21.4	36.6	33.7	70.3

Mathematics							
All Students	1,191	97.7	15.5	29.3	31.6	23.7	55.3
Gender							
Male	584	97.1	17.3	28.6	29.0	25.1	54.1
Female	607	98.4	13.7	29.9	34.0	22.3	56.4
Racial/Ethnic Group							
White	693	98.4	7.5	23.3	36.2	33.0	69.2
African-American	427	96.7	28.6	39.1	23.1	9.3	32.3
Asian/Pacific Islander	17	100.0	N/A	23.5	29.4	47.1	76.5
Hispanic	38	94.7	26.5	38.2	32.4	2.9	35.3
American Indian/Alaskan	15	100.0	13.3	20.0	53.3	13.3	66.7
Disability Status							
Not Disabled	1,056	98.4	10.7	29.2	33.8	26.3	60.1
Disabled	135	92.6	54.9	29.5	13.1	2.5	15.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,191	97.7	15.5	29.3	31.6	23.7	55.3
English Proficiency							
Limited English Proficient	20	90.0	47.1	29.4	17.6	5.9	23.5
Non-Limited English Proficient	1,171	97.9	15.0	29.3	31.8	24.0	55.7
Socio-Economic Status							
Subsidized meals	357	95.2	26.5	39.7	26.2	7.7	33.8
Full-pay meals	834	98.8	11.0	25.1	33.7	30.1	63.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	955	94.1%	861	18.8%	966	82.2%	N/A
Gender							
Male	453	94.3%	405	21.5%	461	77.4%	
Female	499	94.2%	456	16.4%	505	86.5%	
Racial/Ethnic Group							
White	645	97.1%	575	26.1%	627	87.1%	
African American	266	86.5%	244	3.7%	296	70.6%	
Asian/Pacific Islander	16	100.0%	13	7.7%	15	86.7%	
Hispanic	11	100.0%	17	5.9%	16	87.5%	
American Indian/Alaskan	14	100.0%	12	8.3%	12	100.0%	
Disability Status							
Not disabled	896	95.8%	791	20.5%	879	85.3%	
Disabilities other than speech	56	69.6%	70	0.0%	87	50.6%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	1	I/S	
Non-migrant	946	94.2%	861	18.8%	0	N/A	
English Proficiency							
Limited English proficient	4	I/S	5	0.0%	7	57.1%	
Non-LEP	942	94.2%	856	18.9%	959	82.4%	
Socio-Economic Status							
Subsidized meals	133	88.7%	149	4.0%	163	74.2%	
Full-pay meals	813	95.1%	712	21.9%	803	83.8%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	94.1%	96.5%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	966	1,037
Number of Diplomas	794	828
Rate	82.2%	81.9%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	507	503	518	513	1025	1016
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	19.7	19.2	19.5	19.3	19.6	19.7	19.8	19.6	19.8	19.6
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 15,606)				
First graders who attended full-day kindergarten	96.0%	N/C	96.0%	97.2%
Retention rate	3.1%	Down from 3.2%	3.1%	5.3%
Attendance rate	96.8%	Up from 96.4%	96.4%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.5%		5.4%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	4.4%		4.2%	5.1%
Eligible for gifted and talented	12.2%	Up from 11.4%	16.8%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.7%	Up from 8.7%	10.2%	10.9%
Older than usual for grade	3.0%	Down from 3.2%	2.9%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.1%	Down from 3.2%	1.0%	1.1%
Enrolled in AP/IB programs	17.4%	Up from 14.1%	17.0%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	367	Down from 471	215	157
Completions in adult education GED or diploma programs	172	Up from 147	74	39
Annual dropout rate	1.8%	Up from 1.7%	3.4%	2.9%
Teachers (n= 1,015)				
Teachers with advanced degrees	55.2%	Up from 54.6%	55.7%	50.0%
Continuing contract teachers	84.2%	Down from 86.6%	85.1%	84.6%
Highly qualified teachers**	91.3%	N/A	94.0%	92.5%
Teachers with emergency or provisional certificates	3.2%		2.9%	4.4%
Teachers returning from previous year	92.0%	Up from 90.9%	91.6%	89.9%
Teacher attendance rate	95.1%	Down from 95.2%	95.6%	94.7%
Average teacher salary	\$43,144	Up 0.9%	\$41,987	\$40,566
Vacancies for more than nine weeks	0.0%	N/C	0.0%	0.3%
Prof. development days/teacher	10.3 days	Up from 9.0 days	11.0 days	12.0 days
District				
Superintendent's years at district	2.0	Up from 1.0	4.5	3.0
Student-teacher ratio in core subjects	27.6 to 1	Up from 24.2 to 1	22.3 to 1	21.0 to 1
Prime instructional time	91.1%	Up from 90.5%	90.7%	89.5%
Dollars spent per pupil*	\$6,800	Up 0.7%	\$6,564	\$7,217
Percent of expenditures for teacher salaries*	57.9%	Down from 59.0%	58.3%	55.6%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	99.0%	No change	98.6%	97.3%
Number of schools	22	No change	15	8
Number of magnet schools	0	Down from 1	0	0
Number of charter schools	1	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	1.5%	Up from 1.0%	4.9%	4.3%
Average age in years of school facilities	24	Down from 25	21	26
Number of schools with SACS accreditation	5	No change	14	8
Average administrator salary	\$71,220		\$69,790	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.1%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL DISTRICT GOVERNANCE

Board Membership	5 trustees elected to single-member seats, 2 trustees elected to at-large seats
Fiscal Authority	District Board/Legislative Delegation
Average Number of Hours of Training Annually	16.0 per board member
Percent new trustees completing orientation	100.0%

DISTRICT SUPERINTENDENT'S REPORT

Rock Hill School District Three takes great pride in the accomplishments of the schools, students, and faculty of the district. During the 2003-2004 school year, district performance was recognized at the local, state, and national levels. Among other awards, the district was recognized by the South Carolina School Board Association for "Rock Hill Reads," our comprehensive literacy effort that kicked off the year with the Literacy Walk. Over 4,000 members of the community joined us to walk in support of literacy. The event also received regional recognition on national "Make a Difference Day."

In August, 2004, the district will open a new middle school that will replace the outdated facility at Castle Heights. Construction is well underway on the third high school. South Pointe High School will open its doors to 9th and 10th graders in August, 2005 under the leadership of Principal Al Leonard. The development of a Flexible Learning Center in the old middle school space will create an exciting opportunity for students, teachers, and community members to participate in learning experiences that extend beyond the traditional school day.

Our students continue to perform well, with 255 students in the 2004 graduating class earning the Gold Seal diploma by extending their coursework beyond the 24 units required for graduation. Performance on PACT in grades 3-8 shows growth but will be an area for focus for students and teachers. Our teachers have also extended themselves; 123 teachers have achieved certification through the National Board of Professional Teaching Standards.

This year, teachers and administrators began study groups and peer discussions about student engagement and their roles as creators of student work that encourages students to persist even when the work is difficult. As in previous years, the community has continued to provide outstanding support to the district, with over 300,000 volunteer hours in our schools. More than \$15,000 in financial contributions through the district foundation has allowed teachers to provide new or different approaches to instruction through small mini-grants.

The core business of our schools and our district is about teaching and learning. Based on our commitment to academic excellence, Rock Hill School District Three will provide all students with challenging work that engages them in the learning process and prepares them for successful futures.

Dr. Randy Bridges, Superintendent